

Spartanburg 1 School District

121 Wheeler Street
Campobello, SC 29322

Grades	PK-12 District	
Enrollment	5,133 Students	
Superintendent	Dr. Ronald W. Garner	864-472-2846
Board Chair	Mr. Mark Rollins	864-472-2846

THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Excellent*
2009	Average	Below Average
2008	Average	Good
2007	Average	Below Average
2006	Average	At-Risk

* The District's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

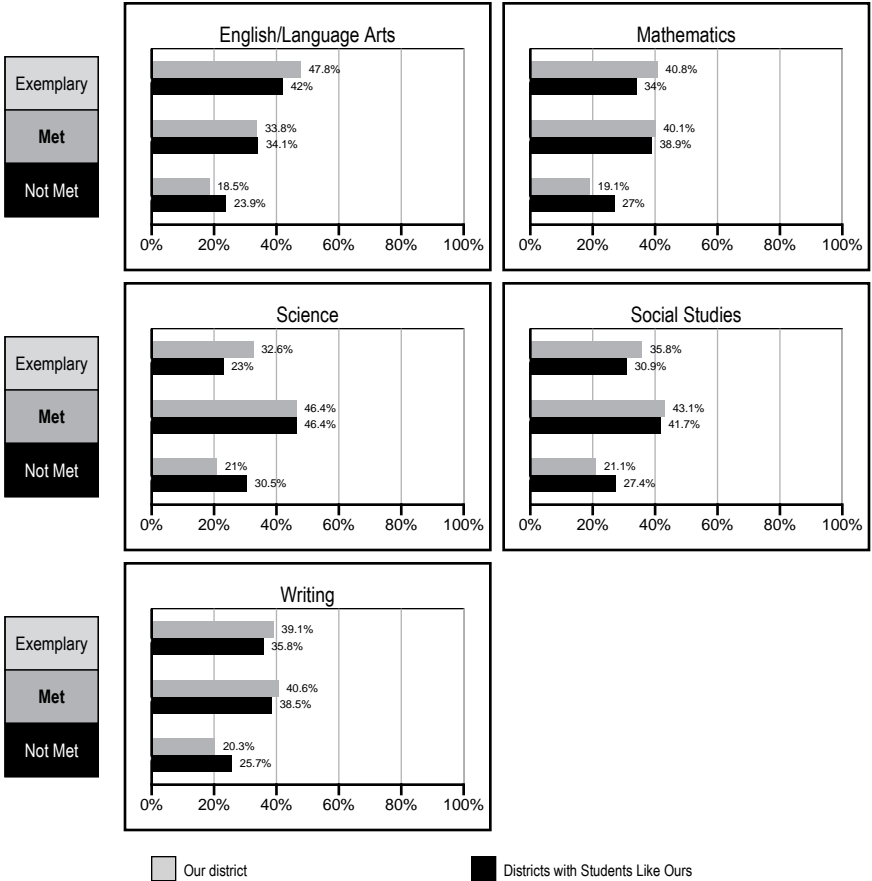
96.8%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	7	10	1	0

* Ratings are calculated with data available by 03/24/2011.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed both subtests	82.5%	75.6%	84.3%	84.4%	78.6%	80.4%
Passed one subtest	9.2%	13.5%	5.8%	9.0%	11.6%	10.5%
Passed no subtests	8.4%	10.9%	9.9%	7.1%	9.8%	9.0%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	88.8%	80.1%
English 1	81.3%	75.3%
Physical Science	59.0%	60.1%
US History and the Constitution	50.4%	46.0%
All Subjects	70.5%	66.2%

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=5,133)				
First graders who attended full-day kindergarten	100.0%	No Change	98.2%	99.5%
Retention rate	1.2%	Down from 1.9%	1.8%	2.3%
Attendance rate	96.2%	Up from 96.1%	96.0%	95.8%
Eligible for gifted and talented	21.8%	Up from 18.6%	20.3%	14.3%
With disabilities other than speech	9.8%	Down from 10.6%	9.8%	10.5%
Older than usual for grade	2.1%	Down from 2.4%	3.3%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Up from 0.0%	0.6%	0.7%
Enrolled in AP/IB programs	15.6%	Down from 17.2%	18.0%	12.1%
Successful on AP/IB exams	42.0%	Down from 44.7%	50.3%	50.0%
Eligible for LIFE Scholarship	49.4%	Down from 51.3%	38.6%	31.4%
Enrolled in adult education GED or diploma programs	17	Down from 23	38	47
Completions in adult education GED or diploma programs	17	Down from 23	35	29
Annual dropout rate	3.4%	Up from 1.5%	3.0%	3.1%
Teachers (n=386)				
Teachers with advanced degrees	64.5%	Up from 62.6%	59.8%	58.8%
Continuing contract teachers	84.5%	Up from 81.6%	84.5%	81.5%
Teachers with emergency or provisional certificates	0.9%	Down from 1.7%	2.5%	4.0%
Teachers returning from previous year	94.1%	Up from 92.7%	91.4%	89.3%
Teacher attendance rate	96.6%	Up from 96.2%	95.7%	95.3%
Average teacher salary*	\$48,810	Up 0.1%	\$47,908	\$46,618
Vacancies for more than nine weeks	0.0%	No Change	0.0%	0.2%
Professional development days/teacher	12.3 days	Down from 14.0 days	11.9 days	12.6 days
District				
Superintendent's years at district	0.5	Down from 22.0	3.0	3.0
Student-teacher ratio in core subjects	20.4 to 1	Up from 19.9 to 1	21.7 to 1	20.9 to 1
Prime instructional time	92.2%	Up from 91.3%	90.8%	89.9%
Dollars spent per pupil**	\$9,299	Up 4.6%	\$8,749	\$9,364
Percent of expenditures for teacher salaries**	57.1%	Up from 56.5%	56.6%	53.3%
Percent of expenditures for instruction**	58.5%	Up from 58.1%	58.9%	56.3%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	10	No Change	12	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	3.8%	2.4%
Average age in years of school facilities	22 Years	Up from 21 Years	24 Years	27 Years
Number of schools with SACS accreditation	10.0	No Change	12.0	8.0
Parents attending conferences	99.0%	Up from 95.8%	95.6%	97.1%
Average administrator salary	\$88,243	No Change	\$78,992	\$79,261

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	327	91.1%	1606	70.5%	392	78.3%	N/A
Gender							
Male	152	88.8%	821	72.4%	187	72.7%	N/A
Female	175	93.1%	785	68.5%	205	83.4%	N/A
Racial/Ethnic Group							
White	255	92.5%	1300	73.8%	304	78.0%	N/A
African American	47	80.9%	213	52.6%	57	77.2%	N/A
Asian/Pacific Islander	11	100.0%	43	67.4%	15	86.7%	N/A
Hispanic	10	90.0%	40	65.0%	12	83.3%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	28	50.0%	126	37.3%	34	41.2%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	88	62.5%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	138	87.7%	735	63.4%	171	70.2%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2010

	Our District	Districts with Students Like Ours
Percent	91.1%	91.3%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	386	392	920	890
Number of Graduates in Cohort	290	307	674	623
Rate	75.1%	78.3%	75.6%	71.9%

*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	499	486	513	501	493	471	1504	1457		
State	482	482	496	496	467	465	1445	1443		
Nation	496	498	510	511	487	488	1493	1497		
ACT	English		Math		Reading		Science		Total	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
District	19.7	20.3	19.9	20.4	20.4	20.7	19.9	20.3	20.1	20.5
State	18.9	18.8	19.9	20.0	19.7	19.7	19.7	19.9	19.7	19.7
Nation	20.6	20.5	21.0	21.0	21.4	21.3	20.9	20.9	21.1	21.0

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School District Governance

Board Membership	9 trustees elected to at-large seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	31.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

During the 2009-2010 school year, Spartanburg School District One remained committed to our motto, "Student-Centered Education," serving approximately 5,000 students with top-quality programs and opportunities.

Despite the decline in state revenue, with the support of our Board of Trustees, Spartanburg School District One continued to make progress towards our academic goals through the dedication of our staff, parents, and students.

Spartanburg School District One remained committed to literacy through our Reading Recovery Program, which continued to exceed the national average. The 2009-2010 Literacy Spot Award was awarded to Campobello-Gramling School as one of only two schools in the state to be recognized. Chapman High School, Campobello-Gramling School, O.P. Earle Elementary, Holly-Springs-Motlow Elementary, New Prospect Elementary, Landrum Middle School, and Inman Intermediate were recognized as Palmetto Gold or Silver Award recipients through high levels of absolute performance and/or rates of improvement. This year's graduating seniors earned over \$7 million dollars in academic achievements and scholarships. Student scores on PASS, ACT, and SAT continued to improve and are among the highest scores in the state. The arts programs across the district continued to excel, with numerous successes and student awards in band, strings, and the visual arts.

The focus to "be the best" in all areas included the appearance and welcoming atmosphere of all District One schools and facilities. Inman Elementary, Mabry Middle School, and Landrum Middle School were honored by the state with the Red Carpet award recognizing their success at creating family-friendly school environments and providing excellent customer service.

The District One community was able to teach our children what can be accomplished when we all work together through service. Two schools were directly involved with fundraising to help earthquake victims in Haiti by crafting pins and magnets. Landrum High School was again selected to be the site of the North Spartanburg Relay for Life. School volunteers continued to strengthen our school and district resources and to promote student achievement. A New Prospect Elementary volunteer was awarded the State Board Exceptional Public School Volunteer Service Award. The Foothills AmeriCorps Program was recognized as one of the 50 innovative programs in the nation and a member at Landrum High School was the recipient of the State Member of the Year Award.

Spartanburg School District One continues the long tradition of excellence. We have significant challenges ahead with the economic situation but we are committed to making sure that what happens in the classrooms between teachers and students is protected and is a priority.

Ronald W. Garner, Ed. D., Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 32 out of 33 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

Newly Identified

The district missed adequate yearly progress (AYP) for two years. Sanction: The district must develop or revise a district improvement plan.

Number of students in their first year of US school.

1

Title I Schools' School Improvement Status

The Spartanburg 1 School District consists of 10 public schools with 0 of these schools, or 0%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
--	----------------------------------	----------	-----------	-------	-------------	---------------------------------	-----------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	2310	99.4	18.8	33.7	47.5	89.4	83.5	Yes	Yes
Gender									
Male	1180	99.3	21.5	32.8	45.6	87.6	80.1	N/A	N/A
Female	1130	99.6	16	34.5	49.5	91.2	87	N/A	N/A
Racial/Ethnic Group									
White	1909	99.3	17.3	32.4	50.3	90.2	89.6	Yes	Yes
African American	241	100	31	37.9	31	82.8	74.6	Yes	Yes
Asian/Pacific Islander	50	100	8.3	41.7	50	97.9	92.7	Yes	Yes
Hispanic	99	100	25	44.6	30.4	83.7	79.6	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status									
Disabled	296	96.3	58.9	27.9	13.2	58.5	51.7	Yes	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
Limited English Proficient									
Limited English	193	99.5	21.7	40.4	37.9	86.9	79	Yes	Yes
Socio-Economic Status									
Subsidized meals	1227	99.3	25.1	37.5	37.4	85.2	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	2310	99.9	19.1	40.1	40.8	88.7	80.4	Yes	Yes
Gender									
Male	1180	99.9	21	37.1	41.9	87.3	78.4	N/A	N/A
Female	1130	99.9	17	43.2	39.7	90.2	82.5	N/A	N/A
Racial/Ethnic Group									
White	1909	99.9	17.8	39	43.2	89.3	87.8	Yes	Yes
African American	241	100	29.3	48.7	22	83.6	69.3	Yes	Yes
Asian/Pacific Islander	50	100	10.4	39.6	50	91.7	93.5	Yes	Yes
Hispanic	99	100	23.9	41.3	34.8	87	78.3	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status									
Disabled	296	100	59.6	30	10.5	51.2	46.1	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
Limited English Proficient									
Limited English	193	99.5	21.7	41.4	36.9	85.9	78.9	Yes	Yes
Socio-Economic Status									
Subsidized meals	1227	99.9	25.5	43	31.5	84	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	1529	99.9	20.8	46.6	32.6	79.2	67.3
Gender							
Male	779	99.9	19.5	45.1	35.4	80.5	66.9
Female	750	99.9	22.2	48.1	29.7	77.8	67.7
Racial/Ethnic Group							
White	1276	99.8	18.7	46.1	35.2	81.3	79.6
African American	147	100	36.4	49	14.7	63.6	49.7
Asian/Pacific Islander	34	100	15.2	51.5	33.3	84.8	84.4
Hispanic	66	100	33.3	48.3	18.3	66.7	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status							
Disabled	190	99.5	60.4	33.5	6	39.6	33.8
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	36.5
Limited English Proficient							
Limited English	126	100	28.1	52.3	19.5	71.9	58.6
Socio-Economic Status							
Subsidized meals	822	99.8	27.7	48.9	23.4	72.3	55.4

Social Studies

All Students	1523	99.9	21.1	43.3	35.6	78.9	70.9
Gender							
Male	780	99.9	20.2	38.7	41.1	79.8	70.1
Female	743	99.9	22.1	48.1	29.8	77.9	71.7
Racial/Ethnic Group							
White	1256	99.9	19.5	41.6	38.8	80.5	79.2
African American	168	100	33.3	53.1	13.6	66.7	58.4
Asian/Pacific Islander	31	100	10	56.7	33.3	90	86.8
Hispanic	60	98.3	26.8	46.4	26.8	73.2	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	192	99.5	53.5	34.6	11.9	46.5	39.3
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	55
Limited English Proficient							
Limited English	126	100	21.8	46.6	31.6	78.2	68
Socio-Economic Status							
Subsidized meals	802	99.9	29.5	45.9	24.7	70.5	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	2309	99.6	20.2	40.7	39.1	79.8	72.1	96.3	96.3
Gender									
Male	1178	99.6	25.8	42.5	31.7	74.2	65.2	96.4	96.2
Female	1131	99.7	14.3	38.8	46.9	85.7	79.2	96.2	96.4
Racial/Ethnic Group									
White	1909	99.6	18.6	39.9	41.5	81.4	80.8	96.1	96.1
African American	241	99.6	31.8	44.6	23.6	68.2	59.7	97.2	96.4
Asian/Pacific Islander	49	100	14.6	45.8	39.6	85.4	87	97.2	97.5
Hispanic	99	99	27.5	44	28.6	72.5	64.6	97	96.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	73.4	96	95
Disability Status									
Disabled	306	98.4	68.5	24	7.5	31.5	27.7	95.6	95.4
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	63.5	N/A	96
Limited English Proficient									
Limited English	187	100	22.8	46.2	31	77.2	63.7	96.8	97
Socio-Economic Status									
Subsidized meals	1231	99.5	27.3	43.6	29	72.7	61.9	95.7	95.8

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	361	100	15.6	26.5	57.8	84.4
	4	380	100	20.7	43.9	35.4	79.3
	5	379	99.7	18.4	45.1	36.5	81.6
	6	391	100	22	42.1	35.9	78
	7	399	99.8	25.1	43.3	31.6	74.9
	8	390	100	25.1	38.9	36	74.9
2010	3	412	99.3	11.1	23.2	65.7	88.9
	4	369	97.8	16.8	32.5	50.7	83.2
	5	388	99.7	13.9	42.1	44	86.1
	6	376	100	19.3	39.8	40.9	80.7
	7	377	99.7	25	35.1	39.9	75
	8	388	100	26.8	30.2	43	73.2
Mathematics							
2009	3	361	100	22.4	38.1	39.5	77.6
	4	380	100	17.7	49.6	32.7	82.3
	5	379	99.5	21.2	45.1	33.8	78.8
	6	391	100	16.6	43.7	39.7	83.4
	7	399	99.8	19.9	47.4	32.6	80.1
	8	390	100	21.9	42.7	35.5	78.1
2010	3	412	100	18.7	31.8	49.5	81.3
	4	369	100	14.8	35.9	49.3	85.2
	5	388	99.7	19.3	43.7	37	80.7
	6	376	100	19.1	38.1	42.8	80.9
	7	377	99.7	22.8	44.3	32.9	77.2
	8	388	100	19.5	46.9	33.6	80.5
Science							
2009	3	179	100	28.4	37.9	33.7	71.6
	4	380	100	15.3	58.3	26.4	84.7
	5	187	100	15.6	56.7	27.8	84.4
	6	198	100	22.5	57.2	20.3	77.5
	7	399	99.8	16.6	51.8	31.6	83.4
	8	196	99.5	29.8	39.9	30.3	70.2
2010	3	205	100	34.3	38.9	26.8	65.7
	4	369	100	17.3	45	37.7	82.7
	5	197	100	18	54.5	27.5	82
	6	190	99.5	22.5	56	21.4	77.5
	7	375	100	18.8	46.9	34.3	81.2
	8	193	99.5	18.4	40	41.6	81.6

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	182	99.5	15.3	42.4	42.4	84.7
	4	380	100	9.8	51.2	39	90.2
	5	190	100	21.2	48.9	29.9	78.8
	6	193	100	14.5	54.8	30.6	85.5
	7	399	99.8	32.4	36.5	31.1	67.6
	8	194	100	15.6	39.8	44.6	84.4
2010	3	207	100	16.7	49	34.3	83.3
	4	369	100	14	41.1	45	86
	5	190	100	24.5	50.5	25	75.5
	6	186	100	12.5	55.4	32.1	87.5
	7	376	99.7	33.8	36.2	30	66.2
	8	195	99.5	19.8	36.5	43.8	80.2
Writing							
2009	3	364	100	23.6	28.6	47.8	76.4
	4	385	99.5	22.7	49.5	27.8	77.3
	5	380	100	24.3	40.1	35.7	75.7
	6	389	100	23.9	42.9	33.2	76.1
	7	404	99.3	23.8	43.2	33	76.2
	8	388	99.2	22.7	43.5	33.8	77.3
2010	3	410	99.8	19.4	31.8	48.7	80.6
	4	370	99.5	20.4	33.8	45.8	79.6
	5	388	99.2	16.1	44.5	39.4	83.9
	6	376	99.5	21.5	40.2	38.3	78.5
	7	377	99.7	26.1	45.7	28.3	73.9
	8	388	100	17.8	48.3	33.9	82.2

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	366	98.9	10.7	32.6	30.1	26.7	67.7	65.9	No	Yes
Male	191	99	12.9	42.5	22.6	22	57	60.8	N/A	N/A
Female	175	98.9	8.2	21.8	38.2	31.8	79.4	71	N/A	N/A
White	302	99	8.4	31.1	30.7	29.7	71.3	77.5	Yes	Yes
African American	42	100	19	42.9	28.6	9.5	52.4	49.7	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	12	91.7	44.4	33.3	22.2	0	22.2	56.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	65.9	I/S	I/S
Disabled	49	93.9	46.7	40	8.9	4.4	22.2	21.3	No	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	13	100	31.3	37.5	25	6.3	37.5	47.3	I/S	I/S
Subsidized meals	165	98.2	16.4	40.3	27.7	15.7	52.2	51.5	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	366	98.9	14.9	32.9	29.2	23	62.6	62.3	No	Yes
Male	191	99	16.7	33.3	24.7	25.3	60.2	61.7	N/A	N/A
Female	175	98.9	12.9	32.4	34.1	20.6	65.3	63	N/A	N/A
White	302	99	10.5	34.1	30.4	25	65.5	75	No	Yes
African American	42	100	38.1	31	19	11.9	45.2	44	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	12	91.7	55.6	22.2	11.1	11.1	22.2	56.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	62.5	I/S	I/S
Disabled	49	93.9	57.8	37.8	2.2	2.2	8.9	22.1	No	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	13	100	31.3	18.8	37.5	12.5	62.5	52.6	I/S	I/S
Subsidized meals	165	98.2	22.6	37.7	24.5	15.1	52.8	48.1	No	Yes

Physical Science (End-of-Course Performance by Group)

All Students	363	93.9	68.9	17.9	7.9	5.3	N/A	N/A	N/A	N/A
Male	189	91.5	68.8	16.2	8.1	6.9	N/A	N/A	N/A	N/A
Female	174	96.6	69.0	19.6	7.7	3.6	N/A	N/A	N/A	N/A
White	301	95.3	65.9	19.5	8.4	6.3	N/A	N/A	N/A	N/A
African American	40	87.5	88.6	5.7	5.7	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	12	83.3	N/AV	N/AV	N/AV	N/AV	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	46	60.9	89.3	3.6	7.1	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	16	100.0	93.8	N/A	6.3	N/A	N/A	N/A	N/A	N/A
Subsidized meals	162	89.5	78.6	13.1	4.8	3.4	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2009	378	99.2	12.7	35.5	33.3	18.5	67.8	61.8
	2010	366	98.9	10.7	32.6	30.1	26.7	67.7	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	378	99.7	21.6	27.4	28.8	22.2	60.8	62.7
	2010	366	98.9	14.9	32.9	29.2	23	62.6	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate, grades K-8	96.2%	94.0%*	Yes

* Or greater than last year
** Adjusted to account for natural variation in performance.